

(e) *Adequacy of resources.* (5 points). (1) The Secretary reviews each application to determine if the applicant plans to devote adequate resources to the project.

(2) The Secretary considers the extent to which—

(i) The facilities that the applicant plans to use are adequate; and

(ii) The equipment and supplies that the applicant plans to use are adequate.

(f) *Importance.* (10 points). (1) The Secretary reviews each application to determine if the proposed project addresses State and national concerns in light of the purposes of this part.

(2) The Secretary considers—

(i) The significance of the issues to be addressed for both State and national audiences;

(ii) The importance of the proposed project in determining the impact and effectiveness of programs assisted under the Act;

(iii) The experiences of service providers related to the problem or issue; and

(iv) Previous research and evaluation findings related to the issues.

(g) *Usefulness.* (10 points). The Secretary reviews each application to determine the usefulness of the proposed project findings in improving services to infants, toddlers, children, and youth with disabilities including—

(1) The contribution that the project findings or products will make to current knowledge or practice;

(2) The extent to which findings and reports will be useful in improving services for infants, toddlers, children, and youth with disabilities; and

(3) The extent to which findings and reports will be useful to both State and national audiences in understanding the impact and effectiveness of programs assisted under the Individuals with Disabilities Education Act.

(h) *Technical soundness.* (40 points). The Secretary reviews each application to determine the technical soundness of the research or evaluation plan, including, where appropriate—

(1) The design;

(2) The proposed sample;

(3) Instrumentation;

(4) Data analysis procedures; and

(5) Procedures for the development of the project report.

(Approved by the Office of Management and Budget under control number 1820-0028)

(Authority: 20 U.S.C. 1418)

[50 FR 35484, Aug. 30, 1985, as amended at 53 FR 28351, July 27, 1988; 56 FR 54701, Oct. 22, 1991]

**§§ 327.32—327.39 [Reserved]**

**Subpart E—What Conditions Must Be Met by a Grantee?**

**§ 327.40 What are the requirements for conducting projects?**

Each State educational agency or other State agency receiving an award for a State Agency/Federal Evaluation Studies project under § 327.10(c) shall—

(a) Contribute an amount not less than 40 percent of the total cost of the study, which amount may be paid from a State's allocation of funds for State administration of part B of the Act; and

(b) Develop the study in consultation with the State advisory panel established under the Act, local educational agencies and others involved in, or concerned with, the education of children and youth with disabilities and the provision of early intervention services to infants and toddlers with disabilities.

(Authority: 20 U.S.C. 1418(c), (d)(2))

[50 FR 35484, Aug. 30, 1985, as amended at 53 FR 28351, July 27, 1988; 56 FR 54701, Oct. 22, 1991]

**§ 327.41 What conditions must be met by a recipient of an award under this program?**

Recipients of awards under § 327.10(e) must prepare their procedures, findings, and other relevant information in a form that will maximize their dissemination and use, especially through dissemination networks and mechanisms authorized by the Act, and in a form for inclusion in the annual report to Congress under section 618(g) of the Act.

**§§ 327.42—327.49**

(Authority: 20 U.S.C. 1418(c))

(Approved by the Office of Management and Budget under control number 1820-0028)

[56 FR 54701, Oct. 22, 1991, as amended at 57 FR 14315, Apr. 17, 1992]

**§§ 327.42—327.49 [Reserved]**

**PART 328—PROGRAM FOR CHILDREN AND YOUTH WITH SERIOUS EMOTIONAL DISTURBANCE**

**Subpart A—General**

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**Subpart D—What Conditions Must Be Met After an Award?**

328.30 What special conditions apply to projects assisted under this program?

AUTHORITY: 20 U.S.C. 1426, unless otherwise noted.

SOURCE: 56 FR 56457, Nov. 4, 1991, unless otherwise noted.

EFFECTIVE DATE NOTE: At 63 FR 23601, Apr. 29, 1998, part 328 was removed, effective Oct. 1, 1998.

**Subpart A—General**

**§ 328.1 What is the Program for Children and Youth With Serious Emotional Disturbance?**

Under this program, the Secretary may support—

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(a) Projects, including research projects, for the purpose of improving special education and related services to children and youth with serious emotional disturbance; and

(b) Demonstration projects to provide services for children and youth with serious emotional disturbance. Funds for projects under this paragraph may also be used—

(1) To facilitate interagency and private sector resource pooling to improve services for children and youth with serious emotional disturbance; and

(2) To provide information and training for those involved with, or who could be involved with, children and youth with serious emotional disturbance.

(Authority: 20 U.S.C. 1426 (a), (b))

**§ 328.2 Who is eligible for an award?**

(a) To carry out the purpose in § 328.1(a), the Secretary may make grants to, or enter into contracts or cooperative agreements with, institutions of higher education, State and local educational agencies, and other appropriate public and private non-profit institutions or agencies.

(b) *Demonstration service projects.* To carry out the purposes in § 328.1(b), the Secretary may make grants to local educational agencies in collaboration with mental health entities.

(Authority: 20 U.S.C. 1426 (a), (b))

**§ 328.3 What priorities may the Secretary fund under this program?**

(a) Under § 328.2(a), the Secretary may support projects that include, but are not limited to—

(1) Studies regarding the present state of special education and related services to children and youth with serious emotional disturbance and their families, including information and data to enable assessments of the status of those services over time;

(2) Developing methodologies and curricula designed to improve special education and related services for these children and youth;

(3) Developing and demonstrating strategies and approaches to reduce the use of out-of-community residential programs and to encourage the increased use of school district-based